Role of Privatization in Education in Improving Female Literacy Rate in Nuh Region, Haryana

SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

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by

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22/Ph.D/S/074

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Certificate

I hereby declare that the Short Synopsis titled "Role of Privatization in Education in Improving Female Literacy Rate in Nuh Region, Haryana" being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in the Department of Commerce under the School of Commerce of Manav Rachna International Institute of Research and Studies, Faridabad during the academic year 2024. It is a bona fide record of original work carried out under the supervision of Dr. Preeti Chhabra. It has not been submitted in whole or part to any other university or institute for a degree or diploma. Further, it is certified that Short Synopsis is plagiarism-free, and proof has been submitted.

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Abstract

Education is the transmission of knowledge, skills, and character traits. It is the essence of human resource development and the foundation of civil society. An educated person makes a literate society, which is a must-have for a developing country. Privatization in Education is a growing trend worldwide. My research is based on the role of privatization in improving the female literacy rate. This research will be conducted in Haryana, located in the heart of the northern region of India, a land known for its rich cultural heritage and agricultural traditions. However, beneath its beautiful scenery and vibrant traditions lies a persistent and pervasive problem: gender disparities in access to Education. Like many other regions of India, Haryana grapples with the challenge of providing equal opportunities for girls and boys to access quality education. Factors such as early marriage, lack of infrastructure, economic constraints, religion, and gender-based discrimination continue to hinder girls' Education and limit their potential to contribute meaningfully to society.

In Haryana, the gross enrolment ratio was 91% at the primary level, 101% at the upper primary level, 90% at the secondary, and 66% at the higher secondary level (UDISE Plus- 2023-24). There are 22 districts in Haryana, and Nuh is declared the most backward district in India (Niti Aayog). Nuh has an area of 1,507 square kilometers and 10.9 million population. It is surrounded by Gurgaon district in the north, Faridabad and Palwal in the east, Deeg and Alwar in the south, and the Bharatpur district of Rajasthan in the west. The literacy rate was 56.10%, the male literacy rate was 73%, and the female literacy rate was 37.60% (Census, 2011). The proposed research is important because it reveals the role of privatization in uplifting female Education. This will be quantitative research. A descriptive research design will be used. Data will be collected from primary and secondary sources. Primary sources will include personal interviews, questionnaires, and observation. Secondary sources will include previous research, published articles and books, relevant websites, and government websites, whether central or state government. The test will be conducted based on the data collected.

Keywords- *Female Education, Gender Equity, Gross Enrolment Ratio, Literacy Rate, Privatization*

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1. Description of Broad Area

"I measure the progress of a community by the degree of progress which women have achieved." – Dr. B.R. Ambedkar.

This statement shows how important a girl's Education is for a nation's development. Haryana has always been a male-dominated state. In this state, people have always preferred boys' Education. Although much progress has been made in recent years, Haryana continues to struggle with deeply entrenched socio-cultural norms that limit girl's access to Education. This disparity is a serious concern that requires comprehensive research and policy intervention. This study aims to examine the multifaceted aspects of gender inequalities and the role of privatization in decreasing these inequalities in the Nuh district of Haryana. Nuh (earlier officially known as Mewat) is one of the 22 districts of Haryana created on 4 April 2005. In 2018, Niti Aayog was declared the most backward district in India.

1.1 Definition of Privatization: Privatization refers to transferring ownership, operation, and control of a government sector to a non-government or private sector. Privatization was introduced in India through the New Economic Policy (1991). It stabilized the economy and created jobs and healthy competition in the market. It reduced the burden on the government and created a balance in society.

1.2 Role of Privatization in Education: - Privatization in Education refers to the participation of private entities in providing and managing educational institutions beyond the traditional public sector. This global trend is driven by various factors, including increasing demand for Education, evolving educational needs, and government policies that encourage private sector participation. The role of privatization in Education education has been a subject of debate, but it can bridge the educational gap, especially for girls.

1.3 Gross Enrolment Ratio: Gross enrolment ratio is a fundamental metric used in Education to assess the extent of student enrolment in a level of Education, such as primary, secondary, or tertiary Education. GER can be calculated by the total number of enrolled students/ total population in the relevant age group) multiplied by 100.

1.4 Literacy Rate: Literacy rate is the percentage of the population of a given age group that can read and write. It can be calculated by dividing the total number of

literate persons aged 7 and over by the total population aged seven and over and multiplying by 100.

1.5 Gender Equity: Gender equity means respecting all people without unfairness, regardless of gender. It is a fair process for women and men.

Gender inequality is not only an issue of social justice but also has far-reaching implications for the overall development and progress of the nation and the nation as a whole. Haryana has seen significant expansion of private schools in recent decades, which aligns with the broader national trend towards privatization. Nuh has an area of 1,507 square kilometers and a population of 10.9 million, which includes 5,17,926(47.54%) females and 5,71,480(52.45%) males. It had a sex ratio of 912 females per 1000 males. The per capita income of the district was Rs. 45,934 in (2011-12) and 1.15 lakh in (2018-19). According to the World Bank, lower-middle-income countries have per capita income ranging from $1,146 to $4,515. As we know, in 2018, the exchange rate 1$ was Rs.70.06. By multiplying $1,146 with 70.06, we get Rs. 80,323.14, and $4,515 with 70.06, we get Rs. 3,16,456.35. According to this calculation, Nuh district came under the low-middle income category in 2018. So why don't people send their girls to School? Can private schools improve girls' Education? Can privatization play a prominent role in gender equity, especially in regions like Nuh that face challenges such as inadequate infrastructure, gender disparities, and limited access to quality Education? Located in Haryana, Nuh has historically lacked Education, especially for females. This study investigates the role of privatization in Education in improving the female literacy rate in the Nuh district of Haryana.

Table 1.1 Demographic of Nuh Region

(Source: Pal Arch's Journal of Archaeology of Egypt/Egyptology, 17(7), 7787-7804)

Total Population	10,89,406
Male Population	5,71,480 (52.45%)
Female Population	5,17,926 (47.54%)
Urban Population	1,24,106 (11.39%)
Rural Population	9,65,157 (88.59%)
Literacy Rate	56.10%
Male Literacy Rate	73%

Female Literacy Rate	37.60%
Per Capital Income	45,934

Table 1.2 Literacy Rate and Gap in Male - Female Literacy Rate

(Source: Census of India, 2011)

BLOCKS	LITERACY RATE (PERSONS)	LITERACY RATE (MALE)	LITERACY RATE (FEMALE)	GAP IN MALE-FEMALE LITERACY RATE
Tarot	61.96	77.37	45.04	32.33
Nuh	54.5	70.74	36.42	34.32
F.Jhirka	47.6	64.03	29.49	34.54
Nagina	52.05	69.5	32.99	36.51
Punhana	46.76	63.95	27.83	36.12
Mewat district (Rural)	51.99	68.56	33.71	34.85

The above table (1.2) shows the difference between male and female literacy rates in 2011. We can clearly see the difference is above 30% in all blocks.

Table 1.3 Female Literacy and Growth Rate in Nuh District (2001-2011)

Source: (https://ijrrssonline.in)

BLOCKS	LITERACY RATE (2001)	LITERACY RATE (2011)	GROWTH RATE (2011)
Ferozepur Jhirka	15.91	29.49	85.36
Nagina	18.09	34.43	90.33
Nuh	23.23	36.35	56.48

Punhana	15.24	28.91	89.70
Tarou	34.47	45.54	32.12
Nuh District	22.60	36.60	79.65

The above table (1.3) shows the differences in literacy and growth rates in different blocks of the Nuh district. Another table (1.4) shows the educational status of various districts of Haryana from 1991 to 2011. Panchkula (1995), Jhajjar (1997), Fatehabad (1997), Nuh (2005), and Palwal (2008) were established after 1991. From the table given, we can see that all four states have shown growth in literacy rates in recent years except Nuh. Also, according to Niti Aayog (2018), Nuh is the most backward district of India.

Table 1.4 Educational Status of Different Districts of Haryana

Source: (M. A. Bishnoi, FemaleLiteracy Rate in Haryana: District Wise Analysis)

Categories	Census 1991	Census 2001	Census2011
Low Literacy Rate (less than 60%)	Kaithal, Sirsa, Jind, Hisar, Gurugram, Bhiwani, Karnal, Panipat, Faridabad, Mahendergarh, Kurukshetra	Nuh, Palwal, Fatehabad, Kaithal	Nuh
Moderate (60-70%)	Yamunanagar, Rohtak, Sonipat, Rewari, Ambala	Sirsa, Jind, Hisar, Panipat, Bhiwani, Karnal, Kurukshetra, Mahendergarh	Fatehabad, Sirsa, Kaithal, Palwal
High (more than 70%)	None	Yamunanagar, Jhajjar, Sonipat, Rohtak, Panchkula, Rewari, Ambala, Faridabad, Gurugram	Jind, Hisar, Karnal, Panipat, Bhiwani, Kurukshetra, Mahendergarh,

			Yamunanagar, Sonipat, Rohtak, Jhajjar, Rewari, Faridabad, Ambala, Panchkula, Gurugram

2. Literature Review

Devi, A., and Bishnoi, S., (2023) studied the changes in literacy rates in Haryana from 1991 to 2011. According to their study, only four districts - Nuh, Bhawani, Palwal, and Fatehabad - have female literacy rates below 60 percent (2001 census). They collected data from secondary sources and government websites of India and Haryana, which includes statistical techniques such as graphs, tables, and percentages. They also analyzed that sustainable economic growth is not possible without Education, especially regarding women's Education. According to this study, Nuh is the only district where the literacy rate and literacy rate of women is less than 60% (Census 2011). In addition, the variation in educational status between males and females in the district is huge, exceeding 30%.

Saha, S. (2023) conducted a study to examine the barriers to women's Education and the initiatives taken by the government to improve their conditions. According to the study, the government provides equal opportunities to girls, yet female literacy rates were low in rural areas. He analyzed through his research that women face many problems including a lack of social awareness among them, shortage of female teachers, economic burden, non-availability of transport, etc. to further their Education. To overcome these problems such schools, colleges, and institutions should be built which are only for girls.

Indira M and Jayalakshmi N (2022) studied the recent pattern of privatization in school education and the variation in private participation between states. According to their study, between 2003-04 (90.60%) and 2019-20 (82.56%), there was a decrease in the

percentage of primary state schools. But the number of unaided private schools has increased from 2003-04 (6.50%) to 2019-20 (11.49%). For their research, data was collected from the Ministry of Human Resource Development, National Statistics Office, NITI Aayog, etc. The Pearson coefficient was used by researchers to calculate the relationship between the economic status of states and private sector participation. They analyse that poor countries have a smaller proportion of private schools. Himachal Pradesh, Jammu and Kashmir, Nagaland, and Rajasthan have no private aided primary school, while Kerala, Delhi, and Chandigarh have a smaller proportion of government schools.

Kumari, S. (2022) analyzed the literacy pattern in Haryana from 2001 to 2011. They analyzed a substantial increase in the literacy rate from 2001 to 2011 but not uniform. According to their study, Gurugram had the highest literacy rate (84.7%) and Mewat had a very low literacy rate (54.1%). Areas that were industrially developed and economically healthy were more literate than others. The data collected for research was based on secondary sources from Census reports, economic surveys, and Google Scholar. Poor educational facilities and lack of awareness are a few of the reasons for low literacy levels. Women in city areas are also more literate than in noncity areas.

Nath, K., (2022) in his research showed that teacher qualifications do not guarantee quality learning. Almost half of the population relies on public education schools, but the government spends only 3.5% of GDP on Education. The main drawback of our education system is the gap between demand and supply. Government does not provide enough funds to meet the needs of our public schools. Lack of funds is the main reason for the failure of government policies. Researcher used qualitative methods to collect primary data through interviews, observation, and focus group discussion, secondary data includes articles and papers. 11 students, 8 parents, and 6 teachers were selected from the snowball and convenience sampling for interview. Secondary data was collected from articles and papers.

Sangwan, S.S., (2022) critically examined the government school merger policy in Haryana through secondary data which includes statistical abstracts of Haryana, website of the Ministry of Education, Government of India. Data showed that school enrolment in private schools was higher in 2021, and most students in public schools came from poor families. This paper aimed to explore the rationale behind the

amalgamation policy of state schools. According to the study, government school merger policy is useful for teachers and for freeing up the infrastructure that was occupied earlier. However, it did not improve the quality of Education.

Chowdhury, S.R., (2021) in their study examined the positive and negative effects of privatization in Education. This was a review paper, and the pros and cons of privatization were discussed from the perspective of previous researchers. Main goals of privatization in Education were - quality education, meeting demand of students, reducing financial burden of the government, accessibility in all areas, and providing Education at an international level. However improper monitoring by the government can lead to lower levels of Education.

Lhungdim, M.L., and Hangsing, E., (2021) explored the issues and expectations about private school education from the perspective of parents, teachers, and students. 79 schools out of 169 private schools were randomly selected. The final sample size includes 40 parents, teachers, and students. A self-developed questionnaire was used to study the problem in Churachand district. They analyze that private schools have certain disadvantages, but the best part is the quality of Education. This is the reason why the privatization of Education is increasing day by day.

Wanti, V., (2020) in his study examined the disparities in upper secondary Education in Haryana based on the 2011 census. According to the study, among all districts, women did not have more than 31.3% of secondary education attainment of the population. By comparing all the districts of Haryana, he finds inter-district differences in higher secondary Education. Among all districts, Nuh has a very low population (4.5%) of females in senior secondary Education and a (6.7%) gender gap, which is one-third of male population in senior secondary Education. In Haryana, women were illiterate compared to men, except in Yamuna Nagar.

Sharma, M., and Kumar, S., (2020) studied the factors that were responsible for the existing gender gap in Education. According to their study, Haryana state had a 75.55% literacy rate in 2011 but there was difference in male (69.97%) and female (36.60%) literacy rates. Although, disparity index decreased from 28.58 to 18.11 in Haryana (1971-2011) but it was very high in Mewat and Palwal districts. Unfairness in society, low enrolment in School's, high dropouts, illiterate parents, and traditions were few factors that affected female Education. Researchers gathered data from the Census,

National Crime Record Bureau, and other sources. Karl Pearson's correlation coefficient was used to associate literacy and its determinants.

Arora, A. (2020) revealed merits and demerits of the private sector in Education. According to the author, privatization had certain pros and cons, but still the literacy rate increased from 48.25 (1991) to 71.965 (2015). The author highlights the demand, advantages, and disadvantages of privatization in education sector. High fees, discrimination, and less qualified teachers are some disadvantages of privatization but quality of Education can be improved by privatization. To promote equality in education government should bear the costs of poor children in the private sector.

Sangwan, J., and Hooda, S., (2018) attempted to examine the educational status of women in Haryana and the pattern of literacy rates by gender. The work showed an increase in the literacy rate from 1971 (26.89%) to 2011 (75.6%). They used secondary data collected from the Haryana Statistical Abstract, published and unpublished journals, books, reports, and articles. They analyze that overall literacy rate in Haryana was increasing but the difference in male and female literacy is decreasing from 1971 (22.4%) to 2011 (18.26%). The gender gap in primary, middle, and senior secondary schools was very high in 1966-67 but narrowed until 2010-11 and then widened at all levels.

Yadav, S.B. (2018) conducted an empirical study to explore the socio-economic status of Muslims and the issues faced by Nuh district. He grouped indicators of development in categories and analysed. According to his research, Mewat was very low in education, health, electricity facilities, pucca houses, and roads. All the basic parameters on which we measure the development of the region were very low in Mewat. Literacy rate of women was very low and they had limited access to resources and facilities.

Yadav, A., (2017) analysed the female literacy rate in Haryana in her study. The overall literacy rate was 67.91% and the female literacy rate was 55.7% in Haryana (Census 2001). In which Panchkula district had the highest female literacy rate (68.98%) while Fatehabad district had the lowest female literacy rate (46.4%). In 2011, the overall literacy rate was 76.6% and the female literacy rate was 66.8% (2011 census). She analyzed that female literacy rate shows a positive change from 2001 to 2011. All 19 districts have shown a positive change in female literacy rate in 2011 compared to 2001.

Among 21 districts, only Mewat district falls under the category of very low female literacy rate (below 40%).

Sherafat, R., and Murthy, C.G.V., (2016) compared government and private school students based on their study habits and objective evaluation. They used descriptive survey method and stratified random sampling technique for sample. Samples were collected from students (age 14-18) of middle and higher secondary schools in Mysore city. According to their research, private school students performed better than public school students. About 74% of public-school students have poor objective evaluation and lower academic habits. The article reveals that government school students are far from private school students in study habits and critical thinking skills. The government must consider these factors to improve in the future.

Jangra, R., and Kaushik, S.P., (2016) analyze spatio-temporal pattern of female literacy between 1991 and 2011 and examine urban-rural literacy and disparities. The researchers revealed that there was a high female literacy rate in areas where educational facilities were available with a dense network of roads, communication, and commercialization. But underdeveloped tehsils like Nuh, Hathin, Punhana, Palwal, and Ferozapur - Jhirka needs development. Their research was based on second-hand data, includes Census of India. They apply Pearson's coefficient of correlation method to find relation between dependent and independent variables. They find gap among women literacy rates in rural and urban areas. Also, weak literacy skills were found in tehsils of Mewat district. The reason behind this was their old customs and backwardness.

Sharma, A., and Tripathi, V.N., (2016) explored the trends of admission to public and private schools. They examined teachers and parent’s approach about the factors affecting admission in schools. Data was collected from 5 government and 5 private schools from two districts using descriptive research methods. According to their study number of registrants has decreased from 2010 to 2015 in public schools at elementary level. The study concludes that admission to public schools is declining due to vacant seats of teachers and the non-availability of basic facilities such as toilets, drinking water, and transportation.

Saini, V. (2015) examined the inequality of Education in all districts of Haryana. literacy rate, number of students enrolled, number of institutions number of teachers,

etc. were some of the criteria to examine the structure of the education sector. The article was based on second-hand data gathered from the Census Report, Economic Survey, and Annual Report of Haryana Corporation. The study revealed that in some districts – Mewat, Palwal, Sirsa, and Fatehabad, the female literacy rate is low and enrolment is also low. According to the study, with appropriate distribution of resources, by prioritizing the Education of women, qualified teachers, and sufficient equipment, inequality in Education can be eliminated.

Sharma, B.S., & Meena, R.K., (2015) compared state and non-state schools on the basis of survey data. According to the study, the general quality of Education was almost the same, but the infrastructure was better in private schools. However, government schools receive more funds from the government and NGOs but better infrastructure is not properly maintained. From the study, they analyze that public school teachers do not feel insecure about their work so they don't care about improving the education system and the result is bad quality of Education.

3. Research Gap

Among 22 districts in Haryana, Nuh is the only district where literacy and female literacy rate both are less than 60%. Previous researcher explored literacy rate, women's educational status, gender disparities, and many more factors. But no specific research was done on impact of privatization in Education in Nuh district. Most of the previous studies are based on secondary data from Census 2011 and this research will be based on primary and secondary data. Furthermore, this research will explore, if privatization in Education can improve female literacy rate in Nuh district.

Table: 3.1 Gross Enrolment Ratio

Source: UDISE PLUS (https://educationforallinindia.com)

State	Year	Primary (1-5)	Upper Primary (6-8)	Secondary (9-10)	Higher Secondary (11-12)
Haryana	2021-22	104	102	94.7	75.5

Haryana	2022-23	97	101	92	73
Haryana	2023-24	91	101	90	66

4. Problem Statement

This study will analyze the role of privatization in Education in improving the female literacy rate in Haryana. Also, this study will help to find the root cause of the backwardness of the Nuh district. This study will draw the attention of the government to the problems and issues faced by people in this region. The result of this research will help individuals and society for further development.

5. Research Objectives

1. To identify the current state of literacy rate in private and government schools in Nuh district.

2. To identify the factors that affect access to Education, particularly for girls.

3. To analyze the role of privatization in improving girls' Education in the Nuh district.

4. To propose model that will help in making future strategies for gender equality.

6. Research Methodology

Research methodology refers to the systematic and scientific approach used to conduct research. There are different types of research methodology and this process includes- Research design, Data collection, Sampling design, Sample size and Data analysis.

6.1 Research Design

On the basis of our research descriptive research design will used in the research. Statistical techniques will be used to analyse the numerical data, collected through

personal interviews and questionnaires. Descriptive analysis will be used in the proposed study.

6.2 Data Collection

Data will be collected from primary and secondary sources. For primary data, personal interviews will be conducted through convenience sampling from Nuh district. Also, a questionnaire will be designed to collect data. Secondary data will be from previous research, published articles and books, relevant websites, and data available on government websites whether central or state government.

6.3 Sampling Design

For selection of sample, we will use convenience sampling method.

6.4 Sample Size

The sample size will be minimum 385, calculated as per Cochran's formula. Sample includes both male and female (above 14), ex-girl's students of government and private schools, their parents and teachers. We will compare the data of private and government school girl's students and analyse what are they doing presently.

Equation: 6.4.1

$$n_0 = \frac{Z^2 pq}{e^2}$$

Z= z score at desired confidence level, p= estimate proportion of the population, e= margin of error, q= (1-p)

Z =1.96 at 95% confidence level, p= 0.5 q= 0.5, e= 0.05

Sample Size = (1.96)x(1.96)x(0.5)x(0.5)/ 0.05x0.05

= 3.8416x0.25/ 0.0025

= 0.9604/ 0.0025

= 384.16

6.5 Data Analysis

Data interpretation is the last and important step of research methodology. Collected data will be analyzed through appropriate tools. Tools will be used like regression, correlation and according to the data collected.

7. Expected Outcome of the Research

Education is the right and need of every human being for their development. Under the Right to Education Act government provides free Education to 6-14 years children. But still literacy rate of Nuh is 55.36% and this is the most backward district of India. The expected outcome of our study will find the reason for this and what privatization can do to improve the situation. The outcome will show the real status of girls' Education in this region and will help in making future strategies to fill the gap.

8. Limitations of the Study

This study will focus on girl's Education and gender equality through privatization. The study will be conducted in Nuh district. Although the gross enrolment ratio is low at higher level but this study will be conducted at school level only.

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Registration Number: 22/Ph.D/5/074

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